Name of Policy: Continuous Professional Development

Date approved: October 2025

Date for Review: October 2027

Statement of Intent

The Royal British International School is committed to fostering a culture of continuous professional growth that strengthens our staff and, in turn, our school community. We believe that the professionalism, knowledge, and engagement of our employees are vital to achieving our Mission and Strategic Goals.

Through high-quality Continuing Professional Development (CPD), we aim to empower staff to enhance their skills, maintain high professional standards, and contribute to a culture of confidence, collaboration, and excellence.

Rationale

The purpose of the Professional Development Strategy is to support all staff in actively pursuing their professional and career growth as a key part of their role within the School. The Royal School recognises that ongoing professional learning enhances staff satisfaction, effectiveness, and the overall quality of education.

Professional development provides structured opportunities for staff to broaden their knowledge, strengthen their skills, and refine their professional practice. It draws on collective expertise while encouraging the adoption of new strategies that promote continuous improvement.

In this context, development refers to the blend of skills, knowledge, values, and professional behaviours that enable staff to perform their roles to a consistently high standard.

Aim

- To provide opportunities for all staff to further their professional knowledge and skills in best learning and teaching practices, leadership, student engagement and wellbeing.
- To ensure all staff are trained regularly with regard to safeguarding.

Implementation:

1. Safeguarding and Child Protection

All staff must complete certified or in-house Safeguarding and Child Protection training at Level 1 (available in English or Arabic). This training is reviewed annually to ensure all staff remain certified.

Designated Safeguarding Leads (DSLs) and Deputies complete training to Level 3, and staff involved in recruitment must complete Safer Recruitment training.

The safeguarding training record is maintained by the school to ensure compliance and ongoing professional competence.

2. Appraisal Process and Identification of Professional Development Needs

The school's professional development programme is directly linked to the **staff appraisal system**, which identifies individual and departmental training needs.

Each staff member develops identified any required/desired professional development as part of the appraisal and self-review process. This plan should reflect:

- Individual professional goals and areas of interest
- Departmental development priorities
- Whole-school development objectives

Line managers are responsible for tracking and reviewing staff professional development throughout the year.

The outcomes of professional development are discussed as part of the annual appraisal review.

3. Whole-School CPD and the School Development Plan

Whole-school CPD priorities are identified through the School Development Plan (SDP) and departmental action plans.

The Leadership Team ensures that CPD opportunities align with strategic goals and support continuous improvement in teaching, learning, and leadership.

Staff are encouraged to share best practice, coach peers, and lead training sessions following their own professional learning experiences.

A culture of collaboration, reflection, and continuous learning is promoted across all departments.

4. Induction Programme

All new and current employees participate in an induction programme that introduces them to:

- The School's Vision, Mission, Philosophy, and School development focus for the academic year
- Key policies and procedures
- Code of Conduct and Core Values
- Safeguarding, and health and safety
- Induction also includes training in core skills and essential systems relevant to each role.
- The induction period includes review points to ensure understanding of key policies and processes.

Process for Undertaking Professional Development

Staff wishing to undertake external professional development must submit a formal request to their line manager, including:

- Details of the course or training
- Associated costs and duration
- A clear justification showing how it supports individual, departmental, or whole-school goals
- A direct link to their own self-appraisal cycle, demonstrating how the training addresses identified professional growth areas
- Requests will be reviewed by the Executive Board:
- If a request is declined, written feedback and alternative learning opportunities will be provided where possible.

Staff who complete external CPD are expected to:

- Share key learning outcomes with colleagues

- Support others through in-house training, coaching, or mentoring

6. Internal Professional Development Programmes

The Leadership Team oversees internal CPD opportunities, which may include:

- In-house workshops and training sessions
- Peer observation and feedback
- Mentoring and coaching programmes
- Collaborative planning and professional learning communities

Internal professional development is driven by:

- The School Development Plan
- Departmental goals and priorities
- Emerging whole-school or individual needs identified through monitoring and evaluation